



National Park Service Rock Creek Park Curriculum Based Program

Once Upon a Time, Life at the Peirce Mill Plantation

Students will experience the mid 19th century as they compare and contrast life in rural Washington to the present. Older students will also read maps and track the area's urbanization and change.

Curriculum Based Topics:

Life; food; physical surroundings; business; resources; rural verses urban; development; energy; simple machines; slavery.

Background Information:

In 1784, Isaac Peirce acquired at least 150 acres of land along Rock Creek. By 1800, he had 1200-2000 acres. There he built a house, several barns, out buildings, a distillery, a springhouse, and a mill. He and his wife Betsy had nine children. He was a millwright, a farmer and a horticulturalist. In 1814 he and his son Joshua ran a nursery business- 20,000 apple trees. He had at least 14 slaves and 1 free laborer. Isaac Peirce died in 1841.

The Peirce Plantation continued to flourish under the leadership of Isaac's oldest son Abner. An 1850 census report states that he has 960 acres (120 of which was cultivated), 18 slaves, 5 horses, 3 mules, 5 milk cows, 4 oxen, 8 meat cattle, 50 sheep and 19 pigs. He also produced 200 bushels of wheat, 20 of rye, 150 corn, 15 oats, 12 buckwheat, 2 bushels of peas and beans, 20 tons of hay, 50 lbs. of beeswax and honey, 125 lbs. of wood, 500 lbs. potatoes and 156 lbs. of butter. As Washington was expanding and the value of land increased, Abner sold off pieces of the plantation. Abner Peirce died childless in 1851. Pierce Shoemaker, his nephew, took over the plantation.

As Washington suddenly began to grow from a struggling town in the midst of farmland to a genuine city and Peirce Mill flourished, but the farm began to fail. The demise of the Peirce plantation occurred in 1862, when President Abraham Lincoln freed all the slaves in the northern states. This made tending to the crops more difficult and costly for area farmers. Pierce was paid \$5803.50 for his 20 slaves. By 1870, without slaves, only 100 acres of the plantation were attended- 60 bushels of rye, 370 corn, 40 lbs. of oats. During the 1880's, milling technology began to change and Peirce Mill could not compete. Newer mills, complete with more efficient metal rollers, opened in Georgetown, which was closer to shipping routes. By 1900, Peirce Mill had closed and most of the old Peirce plantation had become Rock Creek Park.

Audience: Grades 1-4.

Length: 1 Hour.

Location: Peirce Barn (2401 Tilden Street, NW) or Peirce Mill

Students per group: maximum of 30

Chaperones per group: 3-5

Curriculum Based, Standards of Learning (Virginia Standards):

History

- 1.1 The student will compare everyday life in different places and times and recognize that people, places, and things change over time through such comparisons as * current school and community with past school and community; and * contemporary American life with American life in previous time periods.
- 1.7 The student will describe how climate, location, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.
- 2.2 The student will compare rural, urban, and suburban communities and describe how the local community has changed physically and demographically over time.

Economics

- 1.9 The student will describe the differences between human resources (people at work), natural resources (water, soil, wood, coal, etc.), and capital resources (machines, tools, etc.) used to produce different goods or services.
- 1.10 The student will explain the difference between goods and services and will describe how people are both buyers (consumers) and sellers (producers) of goods and services.
- 1.11 The student will explain that limits on resources require people to make choices about producing and consuming goods and services.
- 1.12 The student will simulate the exchange of money for goods and services and will identify ways to save money.
- 2.6 The student will explain the interdependence of producers and consumers in a market economy by describing factors that have influenced consumer demand and describing how producers have used natural resources, human resources, and capital resources to produce goods and services in the past and the present.
- 3.7 The student will describe the economic specialization and interdependence involved in the production of goods and services in various types of communities in the past.

Force, Motion, and Energy

- 1.2 The student will investigate and understand that moving objects exhibit different kinds of motion. Key concepts include * objects may have straight, circular, and back and forth motions; * objects vibrate; * pushes or pulls can change the movement of an object; and * the motion of objects may be observed in toys and in playground activities.
- 3.2 The student will investigate and understand simple machines and their uses. Key concepts include * types of simple machines (lever, screw, pulley, wheel and axle, inclined plane, and wedge); * how simple machines function; and * examples of simple machines found in the school, home, and work environment.
- 4.2 The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include * energy forms (electrical, mechanical, and chemical energy); * potential and kinetic energy; * simple and complex machines; and * efficiency, friction, and inertia.

Earth Patterns, Cycles, and Change

- 1.7 The student will investigate and understand the relationship of seasonal change and weather to the activities and life processes of plants and animals. Key concepts include how temperature, light, and precipitation bring about changes in * plants (growth, budding, falling leaves, wilting); * animals (behaviors, hibernation, migration, body covering, habitat); and * people (dress, recreation, work).

Resources

- 3.11 The student will investigate and understand different sources of energy. Key concepts include * the sun's ability to produce light and heat energy; * natural forms of energy (sunlight, water, wind); * fossil fuels (coal, oil, natural gas) and wood; * electricity, nuclear power; and * renewable and nonrenewable resources.

Geography

- 4.1 *The student will explain the impact of geographic factors in the expansion and development of Virginia, with emphasis on; * the location and growth of cities in relation to the Atlantic Ocean, the Chesapeake Bay, major rivers, the fall line/fall zone, and the Shenandoah Valley.
- 4.5 The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th century, with emphasis on * the economic and social transition from a rural, agricultural society to a more urban, industrialized society.

Objectives:

1. Describe at least two differences between life today, and on the Peirce Plantation
2. Read a given series of maps of Washington DC and describe the changes they see

regarding development.

3. Articulate whether or not they would rather have lived back on the Peirce Plantation.

Safety and Resource Management Message:

1. Please do not harm, harass or remove any native plants, animals, or historic artifacts from the park.



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Books for the Classroom:

1st-4th grades:

1) Ox-Cart Man. Hall, Donald. Viking Press, 1979.

This book illustrates to students the household tasks that went along with the seasons in the early years of America. The ox-cart man packs his goods - the wool from his sheep, the shawl his wife made from the wool, the linen she had woven, the candles they made, the birch brooms his son carved, and even the goose feathers the children gathered from the geese. At market he sells all of his goods, buys provisions, and carries them home to start the cycle all over again.

2) Little Country Town. Southwell, Jandelyn. HOLT. 2001.
Sounds and smells after dark

3) Little House. Burton, Virginia Lee. Houghton. 1978.
Urban Development

4) Milly and Tilly: The Story of a Town Mouse and a Country Mouse. Summers, Kate. Puffin. 2000.
Similar to Richard Scary's Country Mouse, City Mouse

5) Something Beautiful. Wyeth, Sharon Dennis. DRAGONFLY. 2002.
When a little African American girl living in a big city goes looking for something beautiful in her neighborhood, she finds beauty comes in many different forms.

6) The Patchwork Quilt. Flournoy, Valerie. Illust. by Jerry Pinkley. Dial Books for Young Readers, NY, 1985.
Using scraps from the family's old clothing, Tanya helps her grandmother make a beautiful quilt that actually tells the story of her family's life - a family history alive with shared memories. This book tells of the relationship between a girl and her grandmother, as well as the passing down of family memories and traditions.

7) C is For City. Grimes, Nikki. Boyds Mills. 2002.
Rhyming verses describe different aspects of life in a city, featuring each letter of the alphabet.

8) Round Trip. Jonas, Ann. Mulberry. 1990.
Black and white illustrations and text record the sights on a day trip to the city and back home again to the country.

9) Me on the Map. Sweeney, Joan. Crown. 1998.

This playful introduction to maps shows children how easy it is to find the places they know and love. Filled with fun and fascinating illustrations, Me on the Map helps children discover their special place on the planet.

10) Whole World in Your Hands: Looking at Maps. Berger, Melvin & Gilda. Ideals. 1993. Explains what maps are and how to use them, discusses map symbols and their meanings, and includes maps of a house, community, city, state, country, and the world.

11) Before and After: A Book of Nature Timescapes. Thornhill, Jan. National Geographic. 1997.

Other Teacher Resources:

1) Cleaning the House. Malam, John. Fr Watts. 2000.

Describes how people have handled household tasks like dusting, sweeping, and trash disposal since the Stone Age. Discusses the invention of cleaning tools like the vacuum cleaner, dishwasher, the discovery of soap, and more.

2) Cooking a Meal. Matthews, Rupert. Fr Watts. 2000.

Describes the foods eaten and methods of preparation used from the times of prehistoric peoples, through classical Greek and Roman times and the Middle Ages, to the developments in the 18th, 19th, and 20th centuries.

3) If You Lived 100 Years Ago. McGovern, Ann. Scholastic. 1999.

4) Life on a Southern Plantation. Isaac's, Sally Senzell. Heinemann. 2001.

Looks at the lives of the first Americans to set up plantations in the United States. Discusses homes, shelter, food, clothes, schools, communications, and everyday activities.

5) Who Came Down that Road? Lyon, George E. Illust. by Peter Catalanotto. Orchard Books, NY, 1992.

"It's an old, old road," says the boy's mother. "Folks have been travelling it thousands of years." The boy's great-grandparents, Civil War soldiers, Shawnee and Chippewa, buffalo and bear, mastodons and woolly mammoths - all have come down that road. Even longer ago, fish in the ocean and the ocean itself! This book illustrates that we are connected to all through time and space.

6) A Time to Keep: The Tasha Tudor Book of Holidays. Tudor, Tasha. Rand McNally and Co., NY, 1977.

This book is full of suggestions that will help you and your class rediscover "old ways" from January to December.

7) The Old Ways. Snyder, Gary. 1977 - City Lights Books.

- 8) Penny in the Road. Precek, Katharine Wilson. Illus by Patricia Cullen-Clark. Macmillan Pub, 1989.
- 9) Home Place. Dragonwagon, Crescent. Simon Schu. 1993.
While out hiking, a family comes upon the site of an old house and finds some clues about the people who once lived there.
- 10) Homeplace. Shelby, Anne. Illus by Wendy Anderson Halperin, 1995.
- 11) The Quilt Story. Johnston, Tony. Illus by Tomie de Paola, 1985.
- 12) The Keeping Quilt. Polacco, Patricia.
- 14) A Cobtown Christmas. Van Nutt, Julia. Illust. by Robert Van Nutt | Doubleday Books for Young Readers, October 1998.
History is preserved through the fictional diaries of 10-year-old Lucky Hart as she reveals the true community spirit of the small town of Cobtown, where she lives with her family in the 1840s.

Activities to accompany A Cobtown Christmas:

Pre-Reading Activity

The Cobtown books are set in the United States in the 1840s. Ask students to study the illustrations in the books and decide in what region of the country the stories take place. Have them support their thoughts by making reference to specific illustrations.

Thematic Connections:

Sense of Community (Community & Teamwork)--Ask students to define community. What makes Cobtown a community? Divide the class into three groups and assign each group a different Cobtown book to read. Then have them identify how it takes the entire community to solve the mystery in *The Mystery of Mineral Gorge* and to make very special events a success in *Pumpkins from the Sky?* and *A Cobtown Christmas*.

Family (Family and Relationships)--Read aloud the first page of each Cobtown book. Ask students to discuss how many generations are represented in Lucky Hart's family. Have students list the many families that reside in Cobtown. Since Lucky Hart is writing in the first person, readers can only see the various families through Lucky's eyes. Based on Lucky's diary entries, how would you describe the other families in Cobtown?

Preserving History (History)--Engage the class in a discussion about the importance of preserving history. Ask them to discuss Lucky Hart's role in preserving the history of her town. Hans Van Ripper is the town's keeper of legend and lore. How are legends related to history? Instruct students to find out if there is a written history of their town or city. Invite a local historian to speak to the class about specific events or legends that

are important to their town's history

Celebrate Cobtown!

Print out this illustration from *A Cobtown Christmas* (www.randomhouse.com/teachers/guides/gifs/CobtownGirl.pdf) and distribute to your class to identify objects from 1840s America.

In order to view the printable activities, you will need Adobe Acrobat 3.0 Reader software. You can download this software for free at www.adobe.com/products/acrobat/raedstep.html

Illustration © Robert Van Nutt

1. **Costume:** Ten-year-old Lucky Hart is wearing a modified version of an adult costume. She has a day dress with puffed leg o' mutton sleeves. It is worn over a petticoat and drawers. She is wearing a pelerine over her shoulders. All of her clothing, including her boots, is handmade.
2. **Bonnet:** In the 19th century, women never went outdoors without wearing something on their heads, and the bonnet was the most popular form of headgear. Indoors, white cloth caps were often worn by married women.
3. **Inkwell and ink:** By 1845, most townspeople were buying their ink in stores, but many still made their own in the old way. For brown ink they would boil down mashed walnut or butternut hulls and then add salt and vinegar to set the color. Black ink could be made by adding lampblack (soot) to this mixture.
4. **Quill pen:** In 1845, most writing was done with a quill pen. They were cheap and the point could be recut several times. The hardness of the point depended on the type of feather used. Pens with metal points or "nibs" could be purchased in most general stores. Pencils were also available at this time.
5. **Pomander:** A popular method of scenting a room or cupboard.
6. **Doll:** Dolls were made of a variety of materials. Their heads could be made of cloth, yarn, wax, wood, ceramic, cornhusks, nuts, or papier-mâché, depending on what was available.
7. **Dower or Hope Chest:** These wooden chests were traditional containers for the linens and handiwork that a girl made and stored until she was married and set up her own household.
8. **Banister chair:** This chair was made in about 1700. Old furniture was often used in bedrooms and kitchens when it was replaced by "modern" pieces in formal parlors and dining rooms.

9. **Canopied bed:** This type of bed was very practical in poorly heated rooms. When the curtains were closed, the bed became a cozy little room unto itself, holding in body heat and shutting out drafts. In the summer, light gauze curtains would be used to keep out bugs (this was before the days of window screens).

10. **Stencil decorations:** In 1845, wallpaper was still very expensive, so stenciling was a popular way to decorate a room. The patterns were applied with brush or sponge through openings cut in oiled paper. This work was often done by traveling artists, but could also be done by the family that owned the house.



Once Upon a Time, Life at the Peirce Mill Plantation

Pre-visit Activities:

A) Milling Minds (from MCPS Social Studies field trip to Peirce Mill):

1. Conduct a brainstorming session in which the class generates words or phrases they would associate with mills. Ask them to group the words according to commonalities and explain their reasons for such classification.

2. Ask students to determine the sequence of events needed to produce flour in the nineteenth century. The events below are in correct order. Present them on paper in scrambled order and have students (working in pairs or teams) cut them in strips and arrange them in the order they think is correct. Discuss the order with the entire class:

1. A farmer grows fields of wheat and corn.
2. The farmer harvests the wheat and corn.
3. The farmer transports the wheat and corn to the mill.
4. The miller buys the wheat and corn from the farmer.
5. The miller cleans the wheat and corn.
6. Then the miller grinds the wheat and corn.
7. As the wheat and corn is ground, it becomes flour.
8. The miller sells the flour to a local general store.
9. The local general store sells it to consumers.

3. Review with students the meaning of these economic terms:

- production - putting resources together to make goods or provide a service.
- natural resources - those things found in or on the earth.
- human resources - people doing mental or physical work.
- capital resources - resources made by people and used to produce other goods and services. (Money is not considered a capital resource.)

Using the sequence of events in flour production, have the class give examples of some of the human resources (farmer, miller, wagon driver, grocer), the natural resources (land, water, seeds, etc.), and the capital resources (wagon, mill and milling machinery, harvesting equipment, bins for flour in store, etc.).

Record on a class chart titled "Resources Needed in Flour Production."

- If information is available, compare the nineteenth century milling approach with the modern process for producing flour. Compare the two, noting technological changes.

- Review with students to familiarize them with the specific vocabulary associated with a mill and the operation and design of the nineteenth century machinery.

- Have students predict the time of year a nineteenth century mill would have been the busiest. Have them explain their predictions.

B) Mapping the Mill (from MCPS Social Studies field trip to Peirce Mill):

Using a map of Rock Creek Park or D.C. locate Peirce Mill. Brainstorm with class why a mill would be built near a river or creek. Have the students locate Peirce Mill on a street map of Washington, D. C. Then, have them determine two routes the bus might take to get them there. Have the students estimate the distance to the mill and the length of time it will take to get there for each route.

C) Time Machine

How would it be if a time machine existed?

Present this idea to your class and share stories about how it could be used. If they could go back in time, what would they change? Then, tell them that they have been chosen to travel in such a machine and to have the experience of living, for one day, 100 or 200 years in the past. Ask the students to list all of the items their ancestors would not have owned, such as televisions, computers, cars, cell phones, electric appliances, air conditioners, etc. Have the students plan ahead and live a day without any of these things. Afterwards, sit together and share thoughts about life then and now.

D) In the Good Old Days

Materials: Inventory Sheets and Homework Sheets

1. Ask the student whether daily life chores have changed since their parents or grandparents were children. Share stories about their parents' or grandparents' childhood stories. Are there activities that children do today that might someday seem dated?
2. Hand out the Inventory Sheets. Have students compare the list to some of the activities that they have done. Next, have students survey their classmates to find out what activities others have done. On "Go," have students move around the room trying to talk to everyone in the class. When they find a student who has done a particular activity, they should write his or her name on the sheet in the blank space after the name of the activity. The object of the activity is to find as many different people who have done different things. Once they have added an individual's name to their inventory, they should move on and question another classmate. (Teachers are encouraged to participate too.)
3. After a designated amount of time, gather students and ask how many lines have been filled with different names. Has anyone filled them all? What is the most unusual activity someone has done? Complete the inventory by reviewing each activity on the list. Read the list and ask students if they have done a particular activity.

4. Pass out a second inventory, which has been modified slightly, for homework. Have students complete another inventory with their families. (See attachment)

5. After students have done their homework, review their families' responses. Keep a tally of the number of students who have done each activity compared to the number of parents and grandparents. What kind of differences do the students notice? How many students grow their own food? Have their parents or grandparents grown their own food? Are there children other places that do still grow their own food? Where do these necessities come from today? The Peirce Farm is an example of how one family made their living off the land, by growing their own crops and keeping their own cows and other animals.

E) Back in Time

Try doing some of the activities on the survey sheet with your class.



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Post-visit Activities:

A) Milling Minds (from MCPS Social Studies field trip to Peirce Mill)

1. Using the information they collected, have students discuss and complete the class brainstorming session and words or phrases charts that they started prior to the field trip.
2. Ask students to verify, correct, and make additions to their sequence for production of flour in the nineteenth century. Then provide students with story boards to create a slide show on the sequence of events necessary to make flour. Have them make sketches and write a rough draft of the script. As a class, place the "slides" in order and evaluate and edit the script. Then have students record the script for each picture.
3. Ask several students to research the various kinds of water wheels. If possible, provide the materials and/or time for them to build a model and share their work with the class.
4. Have several students investigate the life of Anna Eugenia Emma Schneider (b. 1889) who was known as the country's first woman miller. Her Baltimore business produced "Eugenia Whole Wheat Flour" and supplied several hundred tins of biscuits for Admiral Byrd's 1939 expedition to the Antarctic. One source for information is Notable Maryland Women, edited by Winifred G. Helmes (Cambridge, MD: Tidewater Press, 1977).

B) Grandma's Secret Recipes

Have the students create a family cookbook or recipe calendar. Assign them to dig through their families' old recipe files, call older relatives for their "secret" concoctions, and record these memories before they are lost. Then, have the class prepare some of the recipes for an "Ancestor Party." Later, have the students make collective cookbooks of the classes' favorite traditional family dishes.

C) Lucky Harvest Dolls

Materials: Corn Husks (available in autumn from local farmers or florists), corn silk (optional), yarn, glue, scissors, markers, fabric scraps, magnets (optional)

Directions:

1. Throughout history, in many different cultures, good luck harvest figures were made to celebrate each harvest and insure a good on the following year. In many cultures, the last sheaf of grain cut was considered special. It was bundled and tied together and

paraded through the village as part of a harvest festival. Stalks of grain were braided together, hung in homes as decorative good luck charms, and saved until the following year when new ones were made. The Native Americans gave the first European settlers these good luck charms. Can you guess what grain this was? (Corn.)

2. Pass out two or three large pieces of cornhusk to each student. Ask them to place them on top of one another and fold them in thirds lengthwise. Next, fold this long piece in half. Keep the folds hidden inside. This will be the body of the doll.
3. Pass out two pieces of yarn to each student. Tie one piece of yarn a little below the top fold to create the head of the doll. You might have them work in pairs to help each other secure the yarn.
4. Distribute a smaller piece of cornhusk to each student. This will form the arms of the doll. Make in narrow by folding it in half or in thirds lengthwise. Next, fold it in half so it is half as long, with the folds on the inside. Slip this piece crossways below the head of the doll, between the main fold in the body.
5. Tie the second piece of yarn below the arms to form the waist of the doll. For a doll wearing pants, use scissors to split the section below the waist in two. Use two extra pieces of yarn to tie off the pants at the ankles. For a doll wearing a skirt, tuck extra pieces of cornhusk under the waistband to form a full skirt.
6. Glue corn silk or yarn to the head for hair and make facial features using markers or seeds. Decorate the dolls with beads or buttons and use fabric scraps to make aprons, vests, or other simple clothes.
7. Complete the doll by gluing a magnet of loop of yarn on the back. Suggest they hang it in their homes, in their kitchens, or on their refrigerators as good luck symbols of the harvest.

D) Recreating the Past

Have your class bring in old pictures of their relatives. Pretend to be detectives and try to guess what kind of people they might have been: record their likes and dislikes, what they might have thought, their personalities, etc. Here is an entertaining game to get everyone involved: sit in a circle, and examine the photographs. When someone has formed the beginning of a story about the forgotten relative, let that person tell it to the group. Pass the item to the next person, and he or she must continue the story where it left off, adding their interesting details to the story. When the photo has gone all the way around the circle, the past relative will have "life" again.

E) Pen Pals

Have your class become pen pals with a farmer to learn about daily chores and activities done on modern farms. Consider a local farmer if no one in your class lives on a farm;

otherwise, contact someone farming in another part of the country for comparisons (Contact State Department of Agriculture or local extension office for assistance.)

F) Postcards Galore

Postcards can be an excellent way of teaching children about places around the world, as there are so many different ways that they can be used. Before you try these activities, you will need a relatively large collection of postcards. So start collecting now - ask friends / family to buy some when they go on holiday, ask the children if they have any postcards at home, buy some which show your local area, join postcard exchange groups etc.

1) **Matching the postcard to the place.** Give the children a collection of postcards and ask them to find the places shown using an atlas, a map or a globe. This will improve the children's knowledge of the location of places around the world. This could be tried in groups and children could have competitions to see who can find the places in the quickest time (this would also improve the children's use of an index if looking in an atlas).

2) **Join Postcard Exchange groups.** There are a number of postcard exchange groups on the internet who are very willing to swap postcards with you. Find them using the search engines, or post a message in the educational newsgroups asking if other classes would be willing to swap postcards. As the postcards arrive at your school, use these opportunities to show the children where they came from, and perhaps teach them a little about the place. The children could even use information resources to find out some information for themselves (which they might then share with their fellow class members later).

3) **Postcard Display.** Make a large display showing the world and stick it to the wall (you could also use a pre-made large wall map if you do not have time to make one). Then, as you receive postcards, ask the children to stick them in the correct place on the display.

4) **Journey of a Postcard.** Give each child a postcard and ask them to find (on a map) where their school is and where the postcard came from. Then, they can describe the journey that the postcard made as it traveled to your classroom. This description could include lists of countries which the postcard might have traveled through / over, and famous places / features which can be found in each of those places.

5) **Make a Postcard.** When the children have a good understanding of what a postcard is, how it is set out and why it is used, they might be able to make their own. These postcards could show their school and class, or other local places of interest (which might require visits outside of the school).

Indeed, this would be an ideal activity to try after a school visit. When on the visit, ask the children to look at some of the postcards which might be on sale (and to possibly buy some to add to the class collection). Then, when they return, they can make their

own postcards showing the place(s) which they have visited. If your class is a member of a postcard exchange group, why not ask your exchange partners if they would like to see some of the postcards that you have made?

Children can also make postcards when they have learned about a particular country. Their postcard can include landmarks, animals native to that country, rivers etc.

6) **Make a Tourist Leaflet / GuideBook.** If the children enjoy making postcards, why not get them to make a leaflet / guidebook telling people all about a particular place? They will need to have a collection of existing leaflets and books so that they can see the features of a text of this kind.

7) **Electronic Postcards.** Internet Postcards are now very popular, and they can also be used in the classroom. Once you have found a suitable site, children can fill in their details and send cards to their friends. Most of these cards also have sounds and animations making them even more entertaining. Some of the postcard exchange groups also exchange electronic postcards, so if you receive one, you could print it and use it in the activities above.